

Connections

Teaching, Learning, and Research

Fall 2008

From the Director's Desk: Come Together

Each year the Coulter Faculty Center staff chooses a theme to focus its work. This year we chose "Come Together: Creativity, Collaboration and Community."

What we realized is that the Coulter Faculty Center is the centralized hub for faculty support at WCU. It is indeed that place where faculty can come for support for teaching in a safe and confidential setting. However, we are about more than just support for the individual. What we know about faculty development is that it is often most rewarding in a group setting, especially in those opportunities to get out of one's department and make connections across campus. It is in the collaboration with others through such opportunities as Faculty Learning Communities and Readers Roundtables that professional friendships are formed and creative ideas are exchanged. It is not unusual to see presentations and publications result from these gatherings.

In addition, the Center has moved away from a conference model to a retreat model for more in-depth sustained support. Examples are the Passages to eLearning Retreat and the Scholarship of Teaching and Learning Retreat. This issue of Connections features the story of a faculty member whose idea generated at last year's SoTL Retreat resulted in a best paper award at a conference and a new model for advising in his college. In the SoTL retreat setting, this faculty member was able to field his idea with those more experienced to shape it into a research and publication possibility.

We also feature in this issue our Faculty Fellows so that you know who they are and the work they do. These faculty assume important faculty leadership roles in the Center. We will have four vacancies for next year—our Senior Fellow for the Scholarship of Teaching and Learning, our Fellow for the Scholarship of Teaching and Learning, and two eLearning Faculty Fellows positions. Please consider applying for these leadership opportunities.

Of all the jobs in the University, we in the CFC would argue that ours is the most enjoyable. All we do is help faculty help their students. And in doing so, our hope is that we help create a community of learners across the campus. It is a good time to be a faculty member at WCU. Support for faculty development is strong. We are here 8-5 everyday except university holidays. We look forward to seeing you.



ANNA T. MCFADDEN
PROFESSOR AND DIRECTOR

Teaching and Learning in a New World

by Neil Torda, Laura Chapman

For some time, Western's faculty have been known for their innovative approaches to education and teaching techniques in the classroom. This fall is no exception. Resources called Wikis and Podcasts, as well as a virtual environment called Second Life, are part of this exploration.

This article is intended to highlight a few (but by no means all) of our faculty projects. The descriptions of faculty work below typify what we at WCU are able to practice while working with fresh and modern approaches to teaching and learning.

COURSE WIKIS

Many faculty at WCU have begun using a type of website called a wiki in their classes. Wiki websites allow faculty and their students to edit content directly in a web browser without needing any special software. Wikis are being used in a number of different ways at Western.

Carlie Merritt uses a wiki to build a glossary of important terms in criminal justice. Students enrolled in her course are tasked with defining various terms throughout the semester.

Tonya Westbrook has students in her Social Work course use the blog functionality built into the wiki server as a way to keep journals. In just a few weeks, there have been over 50 entries by her students documenting their progress in their course. Many of the entries also have comments attached to them, creating a rich and supportive peer feedback system.

Carrie McLachlan is also using a wiki in her Native American Religions course. Students review current events,



develop their research projects and document their own personal journeys.

Claire Van Der Plas's students in her 2D Design course post their favorite photos showing nonobjective color, shape and texture compositions.

PODCASTS

Candace Roberts in Interior Design describes her use of digital media in her courses.

"I want my interior design students to graduate knowing how to use as many tools as possible, to be more capable in a highly competitive market. In a very visual field, students tend to learn visually, so it made sense to put images into the PowerPoints and lecture. With this technique, I engage my students in class by working in small groups to work through visual pieces.

They are also doing group work, creating podcasts of the chapters in their textbooks. They present one

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What's New with WebCat

by Chris Snyder



HIDING COURSES FROM COURSE LIST

Though it is not possible to remove old courses from your course list, it is now possible to hide and/or sort courses in your WebCat Course List, making it easier to find the courses you want to access.

NOTE: If you have more than one course title that start the same way, pay attention to their current order; you may not be able to see the entire name in the "Edit Course List" screen.

1. In the Course List title bar, click the Pencil icon.
2. If you want to hide a course, on the right in the "Visibility" column, click Hide Link.

NOTE: *This option is a toggle; when you can see a course the option is to Hide Link but when the course is hidden the option is to Show Link.*

**You can also check a box or boxes to the left of the course title(s) and click the Hide or Show buttons at the bottom of the Edit Course List table.*

3. If you want to sort the list, check the box to the left of the course title you want to change. In the "Move" column click the Move Options icon, either above or below where it should go, and select either Move Selected Above or Move Selected Below from the drop-down menu.
4. When you are done editing the order/display of your course list, you need to click on the WebCat Home tab.

NOTE: *There is no Save, OK or Apply button to this edit area. It looks like it is already selected but you can click on the WebCat Home tab to return to your Course List page.*

GRADING FORMS

A grading form is a rubric faculty can use to grade students' work based on specific criteria that the instructor defines. It also provides clear performance indicators for students and consistent grading guidelines for instructors. After you create a grading form, it is available as a grading option for assignments, discussion topics, and a column type in the Grade Book.

GOALS

The Goals tool allows faculty to create, organize, and present the course learning goals to their students. Instructors can associate the Goals with materials from the course; students can then click on any Goal to see a list of all course content and activities contributing to the achievement of that particular Goal. The Goals tool makes it easier for students to understand what's expected of them and how individual activities contribute to achieving their competencies.

Goals can be associated with any of the following content:

- assessments
- assignments
- chat rooms
- discussion topics
- learning modules
- media library collections
- a syllabus
- web link

PEER REVIEW OF DISCUSSIONS

The Discussion tool allows faculty, students, and teaching assistants to engage in a written exchange of ideas over time. Participants can read, post, and respond at any time (asynchronously). As the instructor, you can organize the discussions by groups, set deadlines, lock discussions, and grade or comment directly in the tool while reading responses. The latest version of WebCat allows peer evaluation of posts. Peer review allows fellow students to interact and review each other's postings as determined by faculty using a rating scale or grading form.

PROFILE CUSTOMIZATION

Users may also include a photo of themselves and offer others a better opportunity of identifying each other. This would work well for the instructor with large classes in determining who is who.

ROSTER

All users enrolled in a course section can now access the Class Roster to view the personal profile (including an optional photo) of all instructors, teaching assistants, and students enrolled in their class. In addition, the Class Roster tool displays all groups in the course so that everyone can quickly see who belongs to each group. This tool can be used to promote networking and foster community building.

RESPONDUS LOCKDOWN BROWSER

Respondus LockDown Browser is a custom web browser that locks down the testing environment within WebCat. When students use Respondus LockDown Browser they are unable to print, copy, go to another URL, or access other applications. When an assessment is started, students are locked into it until they submit it for grading. For further information regarding this assessment setting, please visit the WebCat @ Western page (<https://online2.wcu.edu/>).

IMPROVED SYSTEM STABILITY

Two technical issues that have been resolved:

Disappearing grade book - This issue manifested itself as a completely blank page when the instructor tried to access the grade book portion of their online course. Blackboard has implemented a fix that has corrected the "disappearing grade book" behavior that instructors may have experienced during the Spring '08 semester or over the Summer '08 sessions. If you encounter this problem again, please call the ITS Helpdesk at 227-7487 and let us know.

Unknown person - This issue has been most notable during the start of each semester when the Registrars office requests that faculty report on first and second week student attendance. When faculty ran tracking reports, the system was returning a student list which contained quite a few "unknown persons". This is currently being addressed on a daily basis (an enrollment update script) so it is possible that faculty might see a/some "unknown persons" in their tracking report, but should rest assured that this error will be remedied in no less than 24 hours.

NEW STAFF

Chris Baxley - Greetings colleagues! My name is Chris Baxley and I am a new member of the WebCAT team. I am a North Carolina native, originally hailing from Rockingham. I moved to Cullowhee in 2003 and I graduated from WCU in 2007 with a BS/BA in Computer Information

Systems. Upon graduation, I began work as the Banner-reporting technician in Advancement Research at WCU, focusing on creating efficient queries and reports for the Advancement division. I have a wide breadth of experience in various technological and pedagogical topics which include, but certainly are not limited to, Web 2.0, learning objects, relational database systems, learning management systems, web development and a myriad of digital media applications. I look forward to working with each of you to innovate in the digital, and face-to-face, classrooms by using all of the amazing resources that the Coulter Faculty Center has to offer.



Laura Talamonti - We would like to welcome the newest member of the WebCat team, Laura Talamonti. Laura joins us as a part-time staff member who supports faculty, staff and student usage of e-Learning tools at WCU. Laura's skills and abilities include a strong technical background, and many years working in higher education and supporting teaching and learning. Laura's most recent position was that of a Technical Consultant for the Joseph M. Lauinger Memorial Library at Georgetown University. Laura joins the WebCat team as a replacement for Coleen Dunkley who left Western in mid-September to accept a position in Atlanta.



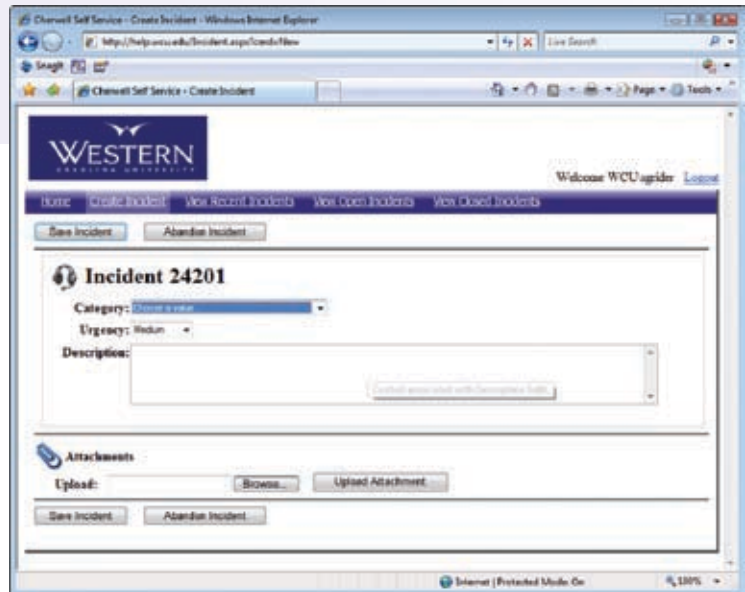
Cherwell

A New Support Solution

by Sue Grider

There is a new and improved way for faculty to request assistance from the Coulter Faculty Center or the IT Help Desk. Late last spring, Information Technology launched the new incident tracking software, Cherwell. The Cherwell software replaces the outdated Remedy software. Both systems were designed to keep track of help requests from conception to resolution.

The Cherwell software has a self-service web module where WCU users can log into the web module and enter their questions or problems directly into the Cherwell system. This is a time saving tool as the users can enter the request or problem into the Cherwell system using their own words about their problems or needs. Please refer to the following URL for instructions on how to use the Cherwell Self-Service web module: <http://www.wcu.edu/WebFiles/PDFs/CherwellSelfService.pdf>.



WCU faculty, staff and students can use this web module from both on and off-campus. A user can enter an incident and watch as the ticket gets sent to the proper person within Information Technology or the Coulter Faculty Center.

If a person is able to resolve his/her own problem, there is an option to cancel the request for assistance and not be contacted by IT or the Faculty Center.

The data in the Cherwell system will be collected by the Coulter Faculty Center and we will include this information in the confidential letter we send to you listing the activities in which you have participated. You may choose to include this letter for your annual review or TPR file.



NEW FACULTY ENJOY
A COOPERATIVE
LEARNING ACTIVITY
AT THE CFC'S
NEW FACULTY
ORIENTATION.

chapter, create a podcast, and post their podcasts for the rest of the class to watch and review as much as they want. This way, students learn more from one another in reviewing the chapters and images on their computers or iPods.

This kind of technology also frees up faculty to review the chapters, allowing class time for more hands-on, creative project work.

"The Sandbox is also very hands-on and I am amazed at the staff's patience and willingness to do anything to assist faculty and help them to the next level of development in teaching and learning." Iris Rouleau, in Special Education notes, "As a part of the assignments that are expected of students in my SPED classes, I have requested that they write and present information to their peers on specific topics. I want these future teachers to understand the importance of creativitve diversity in presenting ideas; therefore, I ask them to make their presentations in another format that is not a regular PowerPoint. I have asked the Sandbox staff to provide the students with workshops on how to develop Podcasts and videos."

"Many of the students did not have experience with or knowledge about developing these kinds of media from scratch. The hands-on learning experiences offered by the CFC are essential to making sure that all students understand new concepts. Learning about technology and its use in improving learning is part of preparing future teachers for 21st century students....."

SECOND LIFE

Masafumi Takeda, who teaches Japanese, spoke to the use of his work with Second Life:

"Teaching a class with Second Life is certainly a unique experience. I have taught classes with chat programs like Skyp and iChat, but they limit what I can do. For instance, demonstrating



actions with the verbs I teach is possible through video iChat, but only to one student at a time. In Second Life, I can use gestures to teach verbs and also talk to multiple students at once."

"I can also take my students out, to teach locations and directions, without actually leaving the classroom."

"My students have reported that they like learning in Second Life, and I think it's a neat way to get students engaged in learning. I would certainly like to spend more time exploring the possibilities for teaching in Second Life."

DIGITAL VIDEO

Many faculty members are also utilizing digital video to help deliver content to their students. Masafumi Takeda brings a digital video camera to his course and records the class period in its entirety, and then posts it online for his students to download and review. "Some of my students have told me that they use it to make sure they are not missing anything. They also use it as a way to make sure they understand the homework assignments. I don't have to answer as many questions about those types of issues, they just refer back to the class... I would recommend other faculty look into recording their lectures as well," said Masafumi.

Karen Butcher has used digital video to record experiments demonstrating various principles of Chemistry. These are short 2 to 3 minute clips. At the end of the clip, she asks her students to explain what is happening, and how it relates to the course work they are currently studying.

COMING SOON:

The Digital Media group at the Coulter Faculty Center is currently working on a new system that will allow faculty to upload video, to automatically record audio, video or the image from their computer screen. Prerecorded videos could also be submitted to the system using a simple interface. Once the content is submitted to the server, it is automatically encoded and posted to either a Wiki, Blog, streaming server or even to an iTunes U course. This new system will go into initial testing during the fall 2008 semester.

These projects and the support model, called WRAP (Web Resources Assistance Personnel,) offered by the CFC, are what help make teaching and learning new and fun.

For more information, please contact Neil Torda (torda@email.wcu.edu / (828) 227-2667), or Laura Chapman (chapmanl@email.wcu.edu / (828) 227-3023).

Passages to eLearning 2008

4th annual WCU and Haywood Community College faculty development retreat



Friday-Saturday, November 7-8, 2008

Maggie Valley Club,

just west of Waynesville on Soco Road (Route 19).

First call for enrollment!

MAJOR THEMES FOR RETREAT

1. Teaching "soft" communication and team-building skills online
2. Effective student assessment in eCourses
3. Web 2.0 technologies for engaged learning
4. Learning and teaching in virtual digital worlds

SCHEDULE AND FEES

Friday-Saturday, November 7-8, 2008. Participants will be charged \$55 for registration, meals and lodging (no refunds after October 15, 2008). Fee includes one night accommodation and three meals. For an extra \$10 participants may enroll in an additional hands-on workshop on Saturday afternoon. Participants may bring a non-participating room-sharing guest at no extra lodging cost. If guests choose to join the Passages participants for meals, non-participating guests will be responsible for cost of a \$55 package of three meals. Each self-contained private bedroom includes its own bath and door key. Bedrooms open directly onto common-area suite, each featuring a living room-kitchen. Suites may be shared by other participants.

KEYNOTE/RETREAT FACILITATOR

Dr. Mark David Milliron, President and CEO of Catalyze Learning International, Newland, NC. Mark is an award-winning author, speaker, and consultant who works nationally and globally with education, corporations, associations, and government. His Keynote address title is: A New Generation of Learning: Changing Students, Emerging Technology, and a Charge for Education.

PRELIMINARY PROGRAM

Friday, Nov. 7, 2008

- 2:00-3:00 Check-in
- 3:30 Opening keynote; Welcome to Passages
- 4:45-6:00 Reception, refreshments and cash bar
- 6:15-7:15 Dinner
- 7:30-9:00 Participant eTeaching showcase

Saturday, Nov. 8, 2008

- 7:00-8:00 Breakfast buffet
- 8:30-10:00 Break-out sessions/student responders
- 10:30-12:00 Same break-out sessions, repeated
- 12:00-12:30 Lodging check-out
- 12:30-2:00 Lunch buffet. Wrap-up conversation
- 2:30-5:30 Optional workshop (cap: 15): \$10 extra

OVERVIEW OF SESSIONS

Break-out presentations will feature WCU and HCC personnel, including 2008 Jay M. Robinson eTeaching Award winner and finalist, who have tackled specific challenges related to the Passages themes.

TARGET AUDIENCE

Passages 2008 is open to all WCU and HCC faculty, full or part time. Participants are asked to commit to the entire Retreat program. Sessions will address varying levels of experience. Enrollment will be capped.

SPONSORS

- Jay M. Robinson Endowment
- Division of Educational Outreach
- Haywood Community College
- Myron L. Coulter Faculty Center

Preparing Students for a Global Workforce:

Coulter Faculty Center Project Addresses Key Area of UNC Tomorrow Report

This semester, the Coulter Faculty Center is launching a project that will help Western reach a key goal specified within the UNC Tomorrow Commission Report. Section 4.1 of the report states,

"UNC should educate its students to be personally and professionally successful in the 21st century and, to do so, should enhance the global competitiveness of its institutions and its graduates."

The report also highlights the need to improve the "soft skills" of graduates, including the "ability to communicate effectively in a diverse workforce."

According to Christopher Blake, Coulter Faculty Fellow for Global and Cross-Cultural Communication,

preparing WCU students for a global workforce will require the joint efforts of faculty across departments and disciplines: "Students need to see that global preparedness is more than a buzz word in a political science class. Instead, they need to experience international education as it is woven into the very fabric of the Western curriculum."

In collaboration with the international faculty community at Western, the Coulter Faculty Center is developing a syllabus model that facilitates the development of cross-cultural workplace skills in the undergraduate classroom. The model will be piloted with a science class in the spring semester. The Coulter

Faculty Center is also constructing a web resource page that will link faculty to key resources related to international education.

According to Blake, it is unclear to what degree Western students are currently being prepared for the global workforce, and many may not be aware of the cross-cultural skills that are needed to compete in a world economy. A survey will be administered to students in October to address some of these questions.

Any faculty who are interested in being part of this project or joining the international faculty learning community should contact Christopher Blake at blake@wcu.edu



192 FACULTY AND ADMINISTRATORS ATTENDED THIS YEAR'S FACULTY WELCOME LUNCHEON.

The Scholarship of Teaching and Learning

at Western Carolina University

by John Habel

The CFC is spearheading several new and continuing initiatives in WCU's Scholarship of Teaching and Learning (SoTL) program:

- SoTL Retreat: Mark your calendars! The second annual SoTL Retreat will be held February 20-21, 2009. This retreat follows last year's triumphant inaugural SoTL Retreat. More information about location, guest facilitators, agenda, etc. is forthcoming.
- MountainRise: Take a look at the current issue (Spring 2008) of MountainRise, the international eJournal on SoTL based at WCU (<http://facctr.wcu.edu/mountainrise/issue.html>) and watch for the upcoming issue.
- SoTL Grants: Watch for the call for proposals for the second year of SoTL grants at WCU, funded largely by the Myron and Barbara Coulter Fellowship Fund for SoTL. The call for proposals will be distributed later this semester, grant recipients will be selected in spring semester 2009, and funds will be disbursed on July 1, 2009.
- SoTL "SoTials": This semester the CFC and the UClub launch a program of SoTL SoTials, monthly informal talks about SoTL projects at WCU held on Friday afternoons at the UClub just prior to the weekly TGIF. The purpose of the SoTials series is to provide opportunities for members of the faculty and staff at WCU who are experienced with SoTL to talk with those who are new to or curious about SoTL, which is one of the four dimensions of scholarship that comprises WCU's new "Boyer Model." We invite all faculty and staff to join us at the UClub

from 4 to 5 on Friday, Sept. 26, for the inaugural SoTL SoTial. Snacks and adult beverages will be provided.

- SoTL Commons Conference: The 2nd annual SoTL Commons Conference: An International Conference for the Scholarship of Teaching & Learning will be held on March 11-13, 2009 at Georgia Southern University (Statesboro, Georgia, USA): <http://academics.georgiasouthern.edu/ijstotl/conference/2009/index.htm>. Early registration is open and the online submission of proposals period ends October 15, 2008. This conference is in the neighborhood and offers both an excellent opportunity to learn more about SoTL and a convenient venue for "going public" with a SoTL project.



For more information about SoTL at WCU, contact:

John Habel, Senior Faculty Fellow for SoTL in the Department of Psychology (Killian, 308, habel@email.wcu.edu; X 3367)

Laura Cruz, Faculty Fellow for SoTL in the Department of History (McKee 222C, lcruz@email.wcu.edu. X 3909)

Or go to the Coulter Faculty Center's SoTL webpage:

<http://www.wcu.edu/7066.asp>

A SoTL Success Story:

Moving from a Great Idea to an Award-Winning Publication

by Amy Martin and Margi Fisher

One professor's desire to link teaching, learning, and advising led him to attend the Coulter Faculty Center's SoTL Retreat in February 2008. What he left with was an idea that led to an award-winning conference presentation, a publication, and a revised advisement strategy for the College of Business.

Vittal Anantatmula, Assistant Professor of Project Management, was looking for a way to make advising easier and more productive for both himself and his students. "I wanted to solve the problem once and for

all," he commented, and he thought that other instructors might be having similar frustrations in assisting students with formulating their degree plan. Through conversations with group leaders and colleagues at the SoTL Retreat, Anantatmula came up with the idea of using project management techniques to assist students in charting their undergraduate degree path. He noted that similarities existed between planning a typical business project and planning an undergraduate degree program in that both are time-bound efforts, both have definite beginnings

and definite endings, both have steps that need to be accomplished in sequence (as per the required course sequence and the need to take lower numbered courses before higher ones), and both result in a finished product (in this case, the student's undergraduate degree).

Armed with his teaching and learning idea, Anantatmula quickly wrote a paper entitled "Applying Project Management Concepts to Academic Planning: Undergraduate Degree as a Case Study" that he submitted to the Academic Business

Vittal S. Anantatmula
BIOGRAPHY

Dr. Anantatmula's current research is focused on integrating knowledge management and project management, knowledge management effectiveness, project management performance, and leadership.

Dr. Anantatmula has about twenty publications in journals such as *Journal of Knowledge Management*, *International Journal of Knowledge Management*, *Journal of Information and Knowledge Management Systems (VINE)*, *International Journal of Knowledge and Learning*, and *Project Management Journal*. He has co-authored two books with Parviz Rad: *Project Planning Techniques* (2005) and *Project Planning Practices of*

Informed Organizations (2009). Dr. Anantatmula has presented more than 20 papers in prestigious and international conferences.

Prior to joining Western Carolina University, he was at the George Washington University teaching and directing a graduate degree program. Dr. Anantatmula has worked in the petroleum and power industries for several years as an electrical engineer and project manager. As a consultant, he worked with the World Bank, Arthur Andersen, and other international consulting firms.

Dr. Anantatmula is a certified Project Management Professional and Certified Cost Engineer.



Vittal S. Anantatmula, D. Sc. PMP CCE

Assistant Professor
274 Belk, College of Business
Western Carolina University
828-227-3990 (W)
703-467-1540 (H)
vittal@wcu.edu
<http://paws.wcu.edu/vittal>

World International Conference in March. He started using project management concepts with his advisees in April and, according to Anantatmula, "I immediately got a good response from the students." The response to the project management model was so positive that Anantatmula eventually plans to bring the concept into the classroom, assigning students to map out their undergraduate degree courses using project management concepts as an initial assignment in his project management course.

In addition to the positive

student response to his SoTL project, Anantatmula received further validation when "Applying Project Management Concepts to Academic Planning: Undergraduate Degree as a Case Study" earned the Best Paper Award from the Academic Business World Conference and was published in the Spring 2008 issue of *The Journal of Academic Administration in Higher Education*. Furthermore, the College of Business is in the process of adopting the project management model for advising college-wide. Currently, Anantatmula is working on a second article related

to the project management model for student advisement.

Anatatmula's work is a perfect example of how a teaching and learning problem can evolve into a creative—and publishable—solution with just a little help from one's colleagues here at Western. If you are interested in finding some solutions to your teaching and learning issues at next year's SoTL Retreat, contact the Coulter Faculty Center at x 7196 or visit us at <http://facctr.wcu.edu>.

Faculty Fellows in the Coulter Faculty Center What Do They Do?

Using a research-based faculty development model that supports faculty leadership in their own development process, the CFC provides opportunities for faculty to serve as faculty fellows. The role of faculty fellows supports the mission of Western Carolina University "to provide an environment in which students, faculty and staff jointly assume responsibility for learning." Faculty Fellows help lead these joint responsibility efforts. While such positions support specific initiatives, all faculty in these roles serve as the following:

- Agents of change to promote and expand professional development to support policy and cultural change,
- Promoters of faculty engagement with faculty development to provide the framework for the scholarship of teaching and learning as proposed by the Boyer Model,
- Faculty leaders who support an administrative model where power and authority expand from the center of the organization to a broader base, promoting a consensus model in university leadership.
- Leaders of peer review, support, and networking to cultivate a sense of community to improve teaching and enhance collaboration across disciplines.
- Innovative leaders who recognize that all major faculty development initiatives begin in the classroom.

In addition, Faculty Fellows in their leadership roles enjoy a sense of professional satisfaction that can benefit their colleagues and their students.

Faculty Fellows 2008-2009

Faculty Fellows for the Scholarship of Teaching and Learning

These faculty fellows assist with the coordination of the SoTL initiative at WCU as well as WCU's international participation in the Carnegie Academy for the Scholarship of Teaching and Learning. They provide a faculty vision for the planning and development of the SoTL Retreat and the Summer Institute for Teaching and Learning and serve on the staff of MountainRise, WCU's international peer-reviewed journal for the Scholarship of Teaching and Learning. In addition, they work with the SoTL Leadership Team and the SoTL Faculty Learning Community as well as the selection committee for the SoTL Grants program. They assist with the introduction of SoTL at New Faculty Orientation and through their participation in the Graduate Assistant Teaching Experience. They also work with others across the state to promote SoTL.



John Habel
Senior Faculty
Fellow for the
Scholarship of
Teaching and
Learning



Laura Cruz
Faculty Fellow for
the Scholarship
of Teaching and
Learning

Faculty Fellows for eLearning

These fellows work with Distinguished Professor John Le Baron as faculty liaisons to promote instructional quality by modeling effective online teaching, learning and course design. They also serve as both a face to face and eMentor for faculty through the use of OCAT (the online assessment tool), the "WebCat Water Cooler" support site, the eLearning Faculty Learning Community, and the Passages to e-Learning Retreat. In addition, these fellows serve as faculty liaisons to the WebCat team to make the team aware of faculty support needs. They also take initiative in developing other faculty support services, leading research on service efficacy, and incorporating research about online teaching and learning into their own scholarship, often in cooperation with other EL-FFs. The group meets regularly as a team.



Dixie McGinty
Faculty Fellow
for eLearning



Carlie Merritt
Faculty Fellow
for eLearning



Mary Teslow
Faculty Fellow
for eLearning

Faculty Fellows for Research

These two fellows work with faculty to design research methodology and interpret data results. This work may be one-on-one or in the form of workshops. They are well versed applicants in research methodology and present a successful track record for research publication. These fellows also assist faculty with publication.



Tom Ford
Faculty Fellow
for Research



Mike Smith
Faculty Fellow
for Research

Faculty Fellow for Part-time Faculty

This fellow serves as the faculty liaison for part-time and fixed term faculty. The person in this position advocates for the needs and concerns of this group and facilitates communications through the Part-time Faculty Handbook and the Part-Time Faculty webpage. In particular, this individual organizes meetings and events of interest to the group and keeps faculty apprised of awards, grants, and training opportunities for which they are eligible.



Norma Smith
Faculty Fellow for
Part-time Faculty

Faculty Fellow for Global and Cross Cultural Communication

This fellow serves as a faculty liaison to our increasing population of international faculty to determine the challenges that faculty and students face in the area of cross-cultural communication. The fellow seeks to build a network of mutually supportive faculty, students, and staff members and puts together resources that foster effective cross-cultural communication. In addition, the person in this position works to enable faculty and students to access cross-cultural communication resources via seminars, workshops, and orientation sessions. This fellow also leads the Faculty Learning Community on Global and Cross Cultural Communication.



Chris Blake Faculty
Fellow for Global
and Cross Cultural
Communication

Faculty Fellow for Publication

This fellow serves as the voice of faculty in the publication and promotion of the Faculty Forum, a faculty-run publication. This role involves soliciting and editing articles as well as soliciting responses to those articles. The individual also serves as assistant editor of Connections, the Coulter Faculty Center newsletter for faculty. This fellow networks with faculty to be aware of their issues and to solicit their needs and opinions.



Vera Guise
Faculty Fellow
for Publications

News from the Coulter Faculty Center

Connections

Teaching, Learning, and Research

Western Carolina University
Hunter 182 Cullowhee NC 28723
828-227-7196 or facctr.wcu.edu

NON-PROFIT ORG
US POSTAGE
PAID
CULLOWHEE NC
PERMIT NO 1

The NC Learning Object Repository project

by Robert Crow

WCU has joined the University of North Carolina and the North Carolina Community College systems in a pilot project which focuses on establishing a statewide repository of digital educational materials. This system will reduce development costs and provide a platform to better facilitate K-20 connections. The repository makes publication of materials possible while utilizing best practices for distributing educational or research content and retaining intellectual property rights. Other benefits provided by this statewide repository include ease of contributing materials, attributing digital rights statements and an effective means for publishing to educational communities within North Carolina. The repository also allows institutions and groups of instructors

to effectively manage course content by using the collection in conjunction with learning management systems like WebCat.

The pilot project officially kicked-off at Western with early-adopters who are "testing" the repository by contributing their digital content materials. Laura Cruz, from the Department of History, will contribute several learning objects, such as images, graphics and videos designed to foster cognitive skills needed in teaching and learning history. Barbara St. John, from the School of Nursing, has added digital quizzes and exercises related to statistical databases to the digital library. Candace Roberts, from the School of Art and Design, has contributed student-created podcasts that reflect course concepts. Will

Dulaney and Pat Acheson, both from the Department of Communication, are working collaboratively to produce broadcast-quality videos of communication lectures.

If you have individual digital objects, whole collections or research materials that you would like to make available to the NC education community and would like to receive appropriate attribution for use - or just want an effective place to store, organize and label the materials so that you and others can easily locate them-then consider participating in the second phase of the pilot project taking place during this Fall semester. For more details, please contact Robert Crow at 227-2761.